



St Thomas More  
Catholic Teaching School  
Primus Servus Dei

**Transition 2025 - 2026**

**St Thomas More Catholic Secondary**





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## Running order for session:

- **Introduction to St Thomas More and general provision**
- **Introduction to SEND provision**
- **Overview of KS2 to KS3 transition**
- **Overview of SEN transition process**
- **September onwards**
- **Further information**





# St Thomas More Catholic Teaching School

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## School Context

- We have 950 students on roll across years 7 – 13, with an average of 150 students per year group and approximately 200 students in the 6<sup>th</sup> form.
- The school day starts at 9am and ends at 3:30pm. Period 1 starts at 9am for all years followed by tutor time. Break and lunchtimes are staggered between KS3 and KS4, with KS3 having theirs first in both instances.
- We have a 2 week timetable – Week A and Week B. Lessons are taught in mixed ability, apart from math which is set in year 7 after Christmas. Students will have different classrooms and teachers for each subject, ensuring they have subject specialist teaching them.





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Timings	Year 7	Year 8	Year 9	Year 10	Year 11	Sixth Form
<b>Students must arrive on site in time to be in their classrooms and ready to begin their first lesson at 9am</b>						
9.00-9.50	Period 1	Period 1	Period 1	Period 1	Period 1	Period 1
9.50-10.20	Tutor time	Tutor time	Tutor time	Tutor time	Tutor time	Tutor time
10.20-10.40	Break	Break	Period 2	Period 2	Period 2	Period 2
10.40-11.10	Period 2	Period 2	Period 2	Period 2	Period 2	Period 2
11.10-11.30	Period 2	Period 2	Break	Break	Break	Break
11.30-12.30	Period 3	Period 3	Period 3	Period 3	Period 3	Period 3
12.30-1.30	Lunch	Lunch	Period 4a	Period 4a	Period 4a	Lunch
1.30-2.30	Period 4b	Period 4b	Lunch	Lunch	Lunch	4a
2.30-3.30	Period 5	Period 5	Lunch	Lunch	Lunch	4b
2.30-3.30	Period 5	Period 5	Period 5	Period 5	Period 5	Period 5



# Who uses the Emmaus Centre?

*Everyone is welcome to come to Emmaus – although hopefully not all at once!*

*It's a great place to meet like-minded students, and there's always somebody from our staff team around to have a chat with.*

*Communication between staff means that messages will be passed on whenever needed.*



# What is Emmaus used for?

*Emmaus can be a place to get away from some of the noise and busyness around the school.*

*There are fun games to play during break/lunch times –we've even had UNO tournaments before!*

*We have a beautiful garden that students help to maintain – we're currently growing potatoes, tomatoes, runner beans, sunflowers and sweet peas – and there's plenty of seating outside in a fenced off area.*



# When is Emmaus open to students?

*We are open for students:*

- ✓ *Before school from 8:30*
- ✓ *During break and lunch times*
- ✓ *And after school, until 4:30 on Monday-Thursday and 4:00 on a Friday.*





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## Catholic Life

*'I have come so that they may have life and have it to the full' John 10:10*

The 'Emmaus' department is named after the account in Luke's gospel of Jesus walking on the road to Emmaus after he had risen from the dead. That day he walked alongside them, listened and supported them with their confusion and explained the events to them. This is just like our Emmaus department at STM, we walk alongside students and support them on their own personal journeys.

Our school is based on the gospel values Jesus taught in the Gospel such as love, forgiveness and justice. Our school has chosen the three values of faith, hope and love which inspire our every action. For the SEND department this is lived out in everything we do:

1. Faith that all students can achieve and meet their potential
2. Hope that they all have a bright future
3. Love in the respect, kindness and belief we show to all students.





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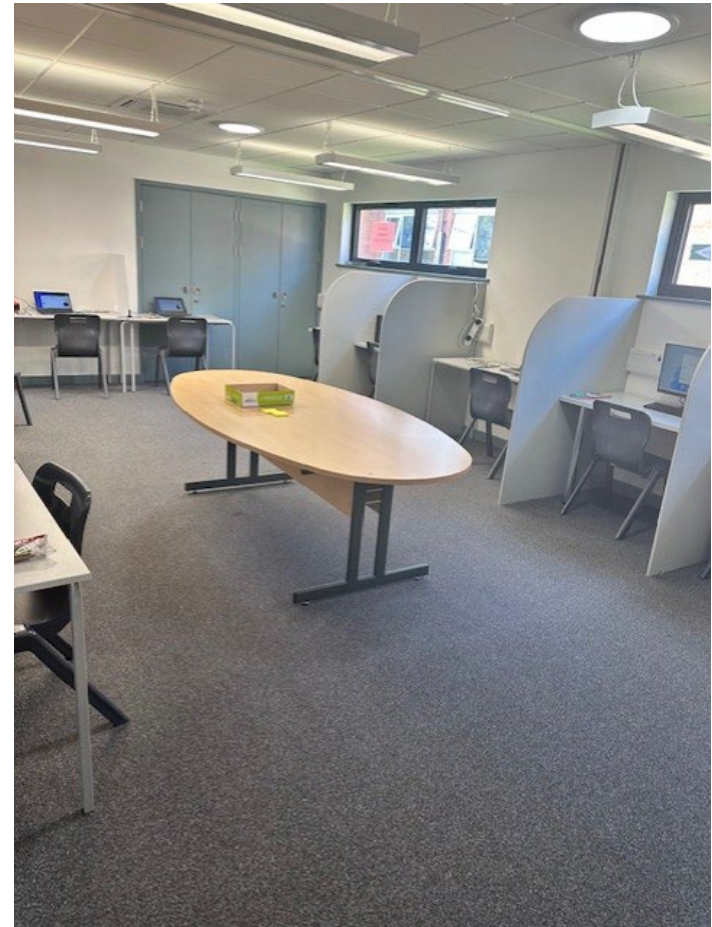
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### Curriculum Support

In Emmaus there are four dedicated rooms which have natural light and fresh air circulated – these are used for 1:1 and small group support, as well as giving students a quiet area to go to.

In addition to this, we have a 3 dedicated areas for study where we are able to accommodate up to 19 students who need computer access.

Emmaus is also used for core study. This is an option choice for year 10 and 11 students who may need curriculum support – this option is at the discretion of the SENDCO.





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**Frequently used software to enhance communication across the school**



ClassCharts



ProvisionMap  
Part of tes



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We currently support students with a range of needs, including the following:

Our main area of need is MLD for both EHCP and SEN support students.

## Cognition and Learning Difficulties

- \* Specific Learning Difficulties ( SPLD)  
eg dyslexia/dyscalculia
- \* Moderate Learning Difficulties (MLD)
- \* Severe Learning Difficulties ( SLD)

## Social, Emotional and/or Mental Needs

- \* Depression
- \* Attention Deficit Hyperactivity Disorder ( ADHD)
- \* Eating Disorders
- \* Anxiety Disorders
- \* Mental Health Issues
- \* Social Disorders

## Communication and Interaction Needs

- \* Speech, Language and Communication Needs ( SLCN)
- \* Autistic Spectrum Disorder ( ASD)

## Sensory and/or Physical Needs

- \* Visual Impairment (VI)
- \* Hearing Impairment ( HI )
- \* Multi- Sensory Impairment (MSI)
- \* Physical Disability (PD)





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## SEND Leadership Team

Carole Soraghan – Deputy head teacher  
SEND and teaching and learning

John Spurling – Assistant head teacher  
Behaviour and inclusion

Rhys Allen – Assistant head teacher Safeguarding

Sarah Maynard – SENDCO

Renee Hawkins – HLTA  
SEND admin, Exam arrangements, core study

Cathy De Rosa – HLTA  
Exam arrangements, LSA timetabling, core study

## Learning Support Assistants

Gina Shields – Educational communicator  
Peter Houghton – Fresh Start intervention  
Amanda Bonham – Lego therapy/ Level 3  
Anthony Kimmins  
Lorenzo Ceila – Level 3  
Sarah Bosco - ELSA  
Mary Horsman - ELSA  
Theresa Fitzgerald  
Bernie McCloskey  
Eamon Quinn  
Danuta Chappel





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## Training and Development

- LSAs have completed the EMPOWER programme.
- Targeted training delivered by Bedford Borough – Jon Foster
- Adaptive Teaching for learners using EAL: Secondary
- Fresh Start reading and phonic programme
- Sounds-Write
- Lego Therapy
- Elklan level 3
- Blanks training
- Precision teaching
- Social skills
- First aid
- TEACCH autism programme
- Higher level teaching assistant
- BSL
- Emotional Literacy Support Assistant (ELSA)
- Reading fluency
- Comprehension intervention
- Sign language
- Trauma trained





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## Inclusion Team / Student Services

Diane Hayzer – Inclusion

Lucy House – CAMH Practitioner

Anna Fry – Medical and student support





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## LSA General Duties:

- Support different students in lessons across the curriculum using a combination of quality first teaching, precision teaching and inclusive teaching strategies.
- Work collaboratively with teaching staff, liaising with them as often as possible pre and post lesson.
- Deliver and review interventions.
- Support students in Emmaus during unstructured times.
- Deliver a wide range of clubs during KS3 and KS4 lunchtimes.
- Support students in homework club.
- Communicate daily/ weekly / regularly with key students' parents.
- Invigilating
- Safeguarding students and their wellbeing
- Write and review learning plans on Provision Map (including pupil passports)
- Contribute to annual reviews and attend where appropriate





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## Interventions

- Handwriting
- Zones of regulation
- Fluency
- Fresh Start
- Social skills
- Social stories
- Working memory
- Fine motor skills
- Speech therapy
- Physiotherapy
- Literacy
- Cooking
- Numeracy
- Core study
- Lego therapy
- Mindfulness
- Pre-learning
- Occupational therapy
- Life skills
- Animal care
- DIY

## SEMH and Curriculum Support

- Gardening club
- Lego
- Cooking club
- Craft club
- Jewellery making
- RE club
- Social games in Emmaus
- Chess Club
- Break and lunch support in Emmaus
- Homework club every day
- Duke of Edinburgh
- Core study
- Sign language club





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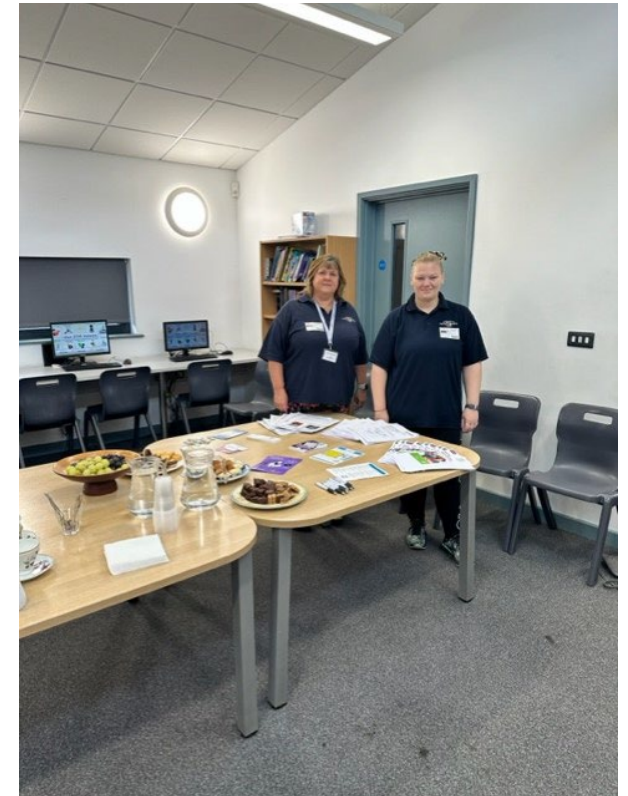


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## Community Support

- Regular SEN updates from local organisations
- Coffee mornings – Parent Carer Forum, Autism Advisory Service, SENDIASS, mental health
- 1:1 support to fill in forms e.g DLA/ PIP





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## Transition Overview

- All names of students joining are collated and primaries contacted.
- Bedford Borough Data collection forms are sent out to primary schools. These request all essential transition information, and subsequent meetings with primary schools will be arranged on a need-to-meet basis.
- SENDCO, HOY 7 and Transition Lead meet regularly to discuss transition plans and student data.
- Yr 6 into Yr 7 Transition Diploma is used. This is a program to help support the move to secondary school and provide secondaries with work that can be used into Yr 7.
- Dedicated transition page on the school website.
- SEND transition events (individual tours, school tours, school group activities) and transition mornings/ afternoons for SEND students to experience the school day and complete fun activities in Emmaus.
- All parents and students are invited to attend a transition interview to give us the opportunity to forge positive relationships and alleviate any anxieties.





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Action	Who is involved?	When?
Student with an EHCP apply through the LA and the secondary school is consulted regarding their ability to meet need.	St Thomas More SENDCO	September onwards
Secondary school places confirmed and data gathered from primary schools regarding SEN needs	St Thomas More transition lead and primary transition lead. Head teacher/ class teachers	March onwards
St Thomas More SENDCO to arrange to meet primary school SENDCOs to discuss needs of SEND/ TLC students joining us.	St Thomas More SENDCO and primary SENDCO	Spring/ summer term
SENDSCO attends meetings/ arrange tours in response to requests	St Thomas More SENDCO and primary SENDCO	Spring/ summer term





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## Step 1 – (September)

Offer tours/ meetings with student and family (if requested)

Attend annual review/ co-production meetings for students transferring to STM (if invited)

### Information Gathering



STM SENDCO meeting with primary SENDCO and/ or class teacher

Could involve working with primary SENDCO to submit an ECHNAF





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## Step 2 – Additional transition events (summer term)

Offer secondary school tours with student and parent, if requested

SENCO visits primary schools



Out of catchment transition mornings and afternoons for students

Team building

Organise additional visits to STM, either individual or joint schools – students are identified by primary and secondary SENDCOs

Parents of SEND students invited to coffee morning

Transition interviews for the whole cohort

Getting to know you games

Transition booklet for students to complete



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## Step 3 - Transition Days (July)

- Participation in whole year group transition days
- Social support
- Team building activities
- Student interviews
- Meet the tutor
- Meet the tutor group
- Meet the inclusion team
- Meet student services team
- Meet HOY



SENCO to disseminate important SEN information to SLT, transition lead, HOY, inclusion and SEN team





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## Step 4 – Starting in September

On the first day -Y7, Y8, Y9, Y12 start.  
On the second day - Y10, 11, 13 start

Meet LSAs and familiarise  
themselves with Emmaus

LSA support in lessons –  
different LSAs throughout the  
day.

SEND files arrive from primaries



Baseline tests – GL: NGRT, reading age, English,  
math, science, Lucid Recall (processing speed/  
working memory) and Dyslexia.  
Further testing: spelling age, fluency, phonic  
assessment

INSET – whole staff training on  
SEND students

Pupil learning plans and  
passports created and  
shared with staff via  
Edukey and INSET

Data transfer request via  
Provision Maps





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## Step 5 – September and beyond

Any teacher can make a referral if they have concerns about progress or SEN – there is a clear SEN referral pathway where teachers must complete at least one cycle of APDR

Students or parents can also self-refer through tutor, HOY or directly to the SENDCO.

Department meetings and weekly SEN team meetings to discuss and raise SEN concerns.



Work closely with outside agencies. Support families with referrals to appropriate agencies. All support is monitored through the graduated approach.

Inclusion meeting (wellbeing, alternative provision, EAL, SEND, attendance and medical needs) to discuss provision and students.

In house assessment – Lucid Recall, dyslexia, dyscalculia, reading and spelling age assessment, phonic assessment, handwriting assessment, overlay assessment.

Quality of Education meeting (exams and assessments, SEND, alternative curriculum, main curriculum, 6<sup>th</sup> form, teaching and learning, HOD feedback) to look at strategic planning and review outcomes





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## Further Information

Sarah Maynard – SENDCO

[smaynard@stm.beds.olicatschools.org](mailto:smaynard@stm.beds.olicatschools.org)

01234 400222 ext 228

Becky Lovesey – Transition Lead

[blovesey@stm.beds.olicatschools.org](mailto:blovesey@stm.beds.olicatschools.org)

